

British Section AFNORTH International School

EQUALITY STATEMENT

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Acts 2002 and 2005;
- Sex Discrimination Act 1975
- Equality Act 2010

We are committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objective which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Information about the pupil population

Number of pupils on roll at the school: 111

Information on pupils by protected characteristics The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Our main equality challenges

Children of an International Background with English as an Additional Language

A key challenge for the school with regard to equality is the number of children from international backgrounds, with English as an Additional Language. To support this, we have specialist English as Additional Language teachers, who provide daily lessons based on each learners language levels. Recognising the need to treat all individuals fairly, we ensure an inclusive approach is maintained and our support programmes are carefully planned to allow learners to remain part of their peer community.

Special Educational Needs and Disabilities

A key challenge facing the school with regard to equality is the number of children identified with special educational needs – in particular those not yet statemented, or below the statement level, but still requiring significant additional support in and out of the classroom in order to achieve their potential for learning. To support this, we have a team of Learning Support Assistants, specialising in SEND, led by a non-class based SENDCO, who deliver personalised interventions and class based support, based on academic progress as well as social and emotional development. We carefully plan how the needs of children with SEND can be met whilst maintaining an inclusive approach.

How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils. How we advance equality of opportunity:

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Minutes are taken in SGC meetings, so equality issues in relation to policies, decisions and services are recorded.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees. We have a school behaviour policy that records all incidents of behaviour that does not comply with our policies. We monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will address any incidents of bullying within the school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a special educational needs offer that outlines the provision the school makes for pupils with special educational needs and disabilities.
- Our school building has accessibility provision as part of the immediate outdoor area and through the lift system between floors.
- Our admission arrangements are in line with MOD Schools policy for admitting pupils with Education Health and Care Plans

- We follow MOD Schools' complaints procedure which sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and nondiscrimination in our employment practices. We work with EJSU recruitment and MOD Schools to ensure this is in place.
- We have procedures for addressing staff discipline, conduct and grievances, following MOD Schools' Protocols.
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHE programme (Jigsaw).
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- We ensure that our curriculum promotes international understanding and global tolerance, through our planned international integration opportunities. We also ensure that through our curriculum, we teach values of respect, honesty, fairness and responsibility, as well as studying real life examples of this in action. This is underpinned by a philosophy of character education, through a 'caught and taught' approach.
- We organise international events for all our community to take part in, integrating with people and children from a range of nationalities.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records.

Disability

- We are committed to working for the equality of people with and without disabilities
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf
- As far as is reasonably possible we are committed to carrying out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. The school recognises the physical limitations of the school environment and takes every opportunity to accommodate individual needs wherever possible and work collaboratively with DCYP MOD Schools.
- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning'

Gender

- We are committed to working for the equality of all.

Consultation and engagement

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- Within our curriculum we plan opportunities for children to demonstrate good citizenship. Through our curriculum, we also take opportunities to actively engage with community events and organise events that involve the parent and international JFC HQ Brunssum Community.
- We organise for inspirational people from the JFC HQ Brunssum community to visit our school and speak to our pupils, for example, in assembly. We strive to ensure we have a good mix of gender in inviting such speakers in to school.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities.

- The support of charitable projects meeting the needs of the diverse communities

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Open Door ethos
- Linking with the other national sections, both professionally and through collaborative learning opportunities for the children.
- Surveys, questionnaires and verbal consultations.
- Parents evenings and regular sessions for new families joining the school
- A selection of policies are available on the school's website
- The Headteacher will be available to discuss the policy with individual parents, staff, and governors.

Consideration of equality issues when making decisions

- Ensure that all the curriculum areas make the best possible use of all that is on offer from the international aspect of our local area.
- To continue to promote collaboration between the different groups and nationalities, celebrating difference.
- We ensure we respond and monitor any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress.

Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objective.

Equality Objective Success Criteria

Evidence Equality Objective	Success Criteria/Evidence
1. Analyse data Ensure all children identified as not making adequate progress are targeted for specific support.	Pupils identified and information recorded is up to date Termly Pupil progress meetings Continuous assessment 'Looking at Learning' Monitoring and Improvement Process
2. Gender issues focus. Ensure balance of positive male/female representation in curriculum coverage. Ensure gender stereotypes in all subjects and real-life contexts are avoided Any identifiable gender related performance trends are acted on through planning and support.	Planning addresses issues that may affect the participation levels of boys and girls in activities Termly Pupil progress meetings Continuous assessment 'Looking at Learning' Monitoring and Improvement Process
3. Staff/SGC Awareness Ensure that staff and Governing Body are aware of current legislation surrounding diversity, equality and promoting British values. This is supported through a whole school reflection of the school values, known as our Character Virtues.	Regular training and awareness raising through sharing of documentation, INSET and staff development.